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ABSTRACT

Collective bargaining by faculty is a new and rapidly growing phenomenon in American higher education. Results of faculty collective bargaining in institutions of American higher education thus far have been mixed. A key contextual factor is the degree of adversary relationship that exists between the faculty and the administration. In studying the collective bargaining by faculty in Connecticut institutions of public higher education (using a questionnaire survey that examined benefits, academic matters, governance, general matters, and contractual management) differences in perceptions of what should be the best mix of contractual comprehensiveness and detail and collegial flexibility were noted in the various educational systems. These systems included technical colleges, universities, four-year colleges, and community colleges. (Author/KE)

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A DEVELOPMENT, COMPARISON, AND CONTRAST OF SELECTED FACULTY-ADMINISTRATION CONSENSUSES (sic) REGARDING COLLECTIVE BARGAINING CONTRACTS IN CONNECTICUT'S FOUR SUBSYSTEMS OF PUBLIC HIGHER EDUCATION

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CHAPTER VI

SUMMARY AND CONCLUSION

This final chapter is divided into 3 sections: (1) a summary of the study's design and execution; (2) a summary of the study's major conclusions; and (3) recommendations for further research and other concluding remarks.

1. Design and Execution of the Study

Collective bargaining by faculty is a new and rapidly growing phenomenon in American higher education. Several causal factors are involved: (1) the slipping role of faculty in institutional governance; (2) growing schisms between administrations and faculties and between younger and older segments of faculties especially in recently established community colleges and four-year colleges in transition from an emphasis on teacher-training to one on liberal arts; (3) the recessionary - inflationary economic climate of the early 1970's; (4) the growing interest of major national faculty organizations in collective bargaining; and (5) the spread of enabling legislation.

Results of faculty collective bargaining in institutions of American higher education thus far have been mixed. On the positive side, uses of the process generally have led to higher salary levels for faculty and to more faculty participation in governance. On the negative side, uses of the

process generally have led to increased administrative costs and a deterioration in traditional faculty - administration relationships.

The literature does not support further generalizations; all additional results are restricted largely to the experience of a particular institution, or system of institutions, with a particular contract. The specific context in which an individual contract is negotiated appears to be the most important factor in determining the natures of that contract and its results. Actually, each contract seems to be a mirror of the problems and atmosphere experienced by the 2 power blocs (administration and faculty) negotiating it.

A key contextual factor seems to be the degree of adversarialism existent between the 2 power blocs. An atmosphere of strong mutual trust and respect leads to a general contract allowing for much collegial flexibility; an atmosphere of weak mutual trust and respect leads to a detailed contract allowing for little collegial flexibility.

Enabling legislation for collective bargaining by faculty in Connecticut institutions of public higher education became effective on October 1, 1975. Each of the four subsystems of public higher education in the state (the community colleges, the technical colleges, the four-year colleges, and the university) currently is preparing to use the process. The purpose of this study was two-fold: (1) to develop as tight a consensus as possible among key

administrators and faculty leaders in each of these four subsystems concerning the mix of contractual comprehensiveness and detail (contractual dominance) versus collegial flexibility (collegial dominance) considered most appropriate for a variety of matters in each subsystem; and (2) to compare and contrast these four subsystem consensuses via statistical analysis in order to determine whether or not significant differences exist among them.

To accomplish the first purpose, the development of subsystem consensuses, the Delphi survey technique was chosen as a methodological framework. Characterized by anonymity of response, multiple iterations, convergences in the distribution of answers, and a statistical group response preserving intact a distribution which may remain wide, Delphi encourages consensus among participants.

The basic questionnaire used in the Delphi survey consisted of 42 areas of concern grouped under 5 categories: (1) benefits; (2) academic matters; (3) governance; (4) general matters; and (5) contract management. This format was based on an outline of a model contract developed by Harold I. Goodwin and John O. Andes in a study of 101 actual contracts.[1] Six attitudinal choices were available for each area on a conceptual continuum ranging from an option for strong contractual dominance on the one hand to one for strong

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[1]Harold I. Goodwin and John O. Andes, Collective Bargaining in Higher Education: Contract Content -- 1972 (Morgantown: West Virginia University, 1972).

collegial dominance on the other.

A sample of 24 respondents was chosen to represent each subsystem. Each was evenly divided between institutional administrators and faculty members and included equal representation from every institution within its subsystem. Office-defined administrators who would be most directly affected in their everyday work by the advent of collective bargaining by faculty (such as Deans of Faculty) and office-defined faculty leaders (such as officers in local chapters of national faculty organizations) constituted the membership of each sample.

The Delphi survey lasted 3 rounds and consumed the 8 1/2 weeks between March 8, 1975 and May 7, 1975. The over-all response rate in all four subsystems was 85%; 45 pages of commentary were generated. The highest individual subsystem response rate in any 1 round was 92%; the lowest was 75%.

Raw data generated by the 2 power blocs within each subsystem and among the following groups were tested: all 4 faculties; all 4 administrations; and all 4 subsystem consensuses. Contrasts concerned both areas and categories of areas. The area analysis utilized chi-square tests; the categorical analysis (done for all but 1 category, general matters) utilized single-classification analysis of variance and "t" tests. All results were reported at the .05 level of significance.

2. Major Conclusions

1. The faculty and administration in the technical college subsystem were the most significantly different in their perceptions of what should be the best mix of contractual comprehensiveness and detail (contractual dominance) and collegial flexibility (collegial dominance) in a contract for their subsystem. They had the most trouble in this regard in reaching a consensus satisfactory to both sides. Moderately troublesome areas were:

1. Academic Freedom
2. Institutional Planning and Development
3. Organizational Charts
4. Special Funds
5. Publication and Development Rights
6. The Institutional Calendar

Other, mild problem areas were:

1. Tuition Reimbursements
2. Committees for Academic Affairs
3. Academic Rank
4. Maintenance of Management Rights
5. Job Postings

All 4 analysed categories were troublesome in this subsystem; but 3 stood out as particularly so, since they all were still generating significant differences between the 2 involved power blocs at the end of the Delphi survey:

1. Benefits
2. Academic Matters
3. Governance

2. The faculty and administration in the four-year colleges were the second most significantly different in their perceptions of the best mix. These 2 power blocs experienced trouble in this regard in only 1 area (Faculty Rights and Responsibilities Related to Academic Affairs).

This was, however, the most persistent of all internal subsystem conflicts concerning areas, since it was still generating a significant difference between the 2 involved power blocs at the end of the Delphi survey.

3. The faculty and administration in the university were the third most significantly different in their perceptions of the best mix. These 2 power blocs experienced mild trouble in this regard with 1 area (Tenure) and 1 category (Governance).

4. The faculty and administration in the community colleges were the most similar in their perceptions of the best mix, with no significant differences revealed in any survey round concerning any area or category. They had the least trouble in this regard in reaching a consensus satisfactory to both sides.

5. The basic cause of all significant differences in all subsystems (with one exception) lay in too great a distance between the degree of contractual comprehensiveness and detail (contractual dominance) desired by faculty and the degree of collegial flexibility (collegial dominance) desired by administrators. The 1 exception was the desire by four-year college faculty for significantly more collegial dominance in dealing with faculty rights and responsibilities related to academic affairs than their administrators were willing to accept.

6. Each of the 4 faculties was more individualized in its perceptions, vis-a-vis one another, than was each of

the 4 administrations, vis-a-vis one another.

7. Based on a comparison of the degrees of contractual comprehensiveness and detail (contractual dominance) desired by all 4 faculties, the following descending order emerged, ranging from that faculty desiring the strongest degree of contractual dominance to that desiring the weakest degree of contractual dominance:

1. the technical colleges
2. the community colleges
3. the four-year colleges
4. the university

The university faculty here was a distant fourth, desiring far more collegial flexibility (collegial dominance) than did that of any other subsystem. The only exception to this generalization was the community college faculty's desire for significantly more collegial dominance in dealing with working conditions than the university faculty was willing to accept.

8. The 4 administrations followed exactly the same pattern as did their respective faculties concerning the desired degree of contractual comprehensiveness and detail (contractual dominance). Three of the 4 administrations (those of the technical, community, and four-year colleges), however, were closer in their perceptions than were their respective faculties.

9. The 4 faculty - administration consensuses followed exactly the same pattern as did their respective faculties and administrations considered separately concerning the

desired degree of contractual comprehensiveness and detail (contractual dominance). The only exception to this generalization was the community college consensus's desire for significantly more collegial dominance in dealing with working conditions than the four-year college consensus was willing to accept.

10. The vast majority of significant differences among the 4 subsystems pertained to academic matters; these, then, were the most telling concerns in differentiating the 4 subsystems, one from another.

11. If the attitudes of these 4 subsystem samples are a true indication of the attitudes which will govern future contract negotiations in each subsystem, then the following 4 predictions are in order:

A. The technical colleges will have the most trouble in negotiating a mix of contractual detail and collegial flexibility satisfactory to both sides -- followed in descending order by the four-year colleges, the university, and the community colleges.

B. Problems will be particularly noticeable in negotiaitons concerning academic matters.

C. In most cases, faculty negotiators will want more contractual detail than administration negotiators will be willing to accept.

D. Of all 4 final contracts, that of the technical colleges will have the most detail -- followed in descending order by those of the community colleges, the four-year colleges, and the university.

3. Concluding Remarks

This study is completed, but the subject with which it dealt is far fr exhausted. In fact, the very conclusions of this research suggest several broad avenues of further inquiry. Four such avenues would be particularly useful.

The first concerns the causal factors underlying the consensuses of each subsystem and subsystem subsample. Why, for example, do technical college faculty want more contractual comprehensiveness and detail (contractual dominance) than do any other faculty? Or, conversely, why do university faculty want far more collegial flexibility (collegial dominance) than do any other faculty? How do the perceptions of each of these 2 faculties differ concerning their administrators? And why? This study only touched on possible answers to these questions in its review of literature and in its documentation of commentary generated in the Delphi survey. To design and execute a study which focused on these and similar questions as a primary concern would be a valuable contribution.

Another promising project would be to replicate this study after Connecticut public higher education has lived for a year or two with collective bargaining by faculty. To compare and contrast the "before and after" results would lead, no doubt, to some instructive conclusions.

A third avenue of interest would be to follow up this study with a content analysis of the first contracts negotia-

ted in each subsystem. A comparison of the best intentions of prospective bargainers with the actual provisions they finally negotiate could turn out to be an educational drama of ideals in conflict with reality.

And finally, a fourth possibility would be to generate parallel consensuses in Connecticut's plentiful private institutions of higher education and compare them, via the same statistical tests, to each other and to those in this study. Conclusions generated by such a study would complement those of this study, and, together, both sets of conclusions would be truly useful.

All of these recommendations for further research intentionally concentrate on Connecticut; the setting is most appropriate. Collective bargaining is a rapidly growing phenomenon in American higher education, and Connecticut is just beginning to feel its presence. Thus, the state would appear to be a perfect laboratory for researchers interested in watching the effects of collective bargaining in academe. One thing seems sure: the coming confrontation between academic collective bargaining and Connecticut's Yankee educators will provide a lively show.

KEY TO EXHIBITS

The Round Three (final) faculty-administration consensuses within each of the four subsystems of Connecticut public higher education are graphically summarized in the four following exhibits.

At the left in each exhibit, under "Area", appears a sequence of letters and numbers representing, respectively, the general categories and specific areas of contract content considered in this study. They are identified below:

A. BENEFITS
- 1. Special Financial Considerations
- 2. Insurance Coverage
- 3. Leaves
- 4. Retirement
- 5. Salaries
- 6. Travel Reimbursements
- 7. Tuition Reimbursements
- 8. Working Conditions

B. ACADEMIC MATTERS
- 9. Committees for Academic Affairs
- 10. Academic Freedom
- 11. Faculty Personnel Policies Related to Academic Affairs
- 12. Academic Rank
- 13. Assistance in Instruction
- 14. Classroom Environment
- 15. Faculty Code of Ethics
- 16. Faculty Rights and Responsibilities Related to Academic Affairs
- 17. Faculty Experimentation and Innovation
- 18. Substitute and Part-time Teachers
- 19. Tenure
- 20. Faculty Workload

C. GOVERNANCE
- 21. Grievance Processes
- 22. Maintenance of Management Rights
- 23. Faculty Personnel Policies
- 24. Faculty Governance
- 25. Maintenance of Faculty Rights and Benefits
- 26. Administrative Personnel Policies
- 27. Institutional Planning and Development
- 28. Organizational Charts
- 29. Special Funds
- 30. Publication and Development Rights

D. GENERAL MATTERS
   31. The Institutional Calendar
   32. Collective Bargaining Agent Rights
   33. Job Postings
   34. Outside Employment and Consultant Work
   35. Strikes and Lockouts

E. CONTRACT MANAGEMENT
   36. Statement of Intent
   37. Recognition of Bargaining Agent
   38. Terms and Definitions
   39. Negotiation Processes
   40. Consultation and Communication
   41. Contract Duration
   42. Contract Implementation

At the bottom in each exhibit appears the six-choice continuum used in this study. The six numbers represent the following range of attitudes:

6: strong CONTRACTUAL dominance;
insignificant collegial flexibility

5: moderate CONTRACTUAL dominance;
limited collegial flexibility

4: mild CONTRACTUAL dominance;
substantial collegial flexibility

3: mild COLLEGIAL dominance;
substantial contractual detail

2: moderate COLLEGIAL dominance;
limited contractual detail

1: strong COLLEGIAL dominance;
insignificant contractual detail

Under "Interquartile Range" in each exhibit appear the interquartile ranges within each subsystem concerning all 42 areas. These ranges are presented in terms of their boundaries.

Exhibit 1: The Community College Consensus

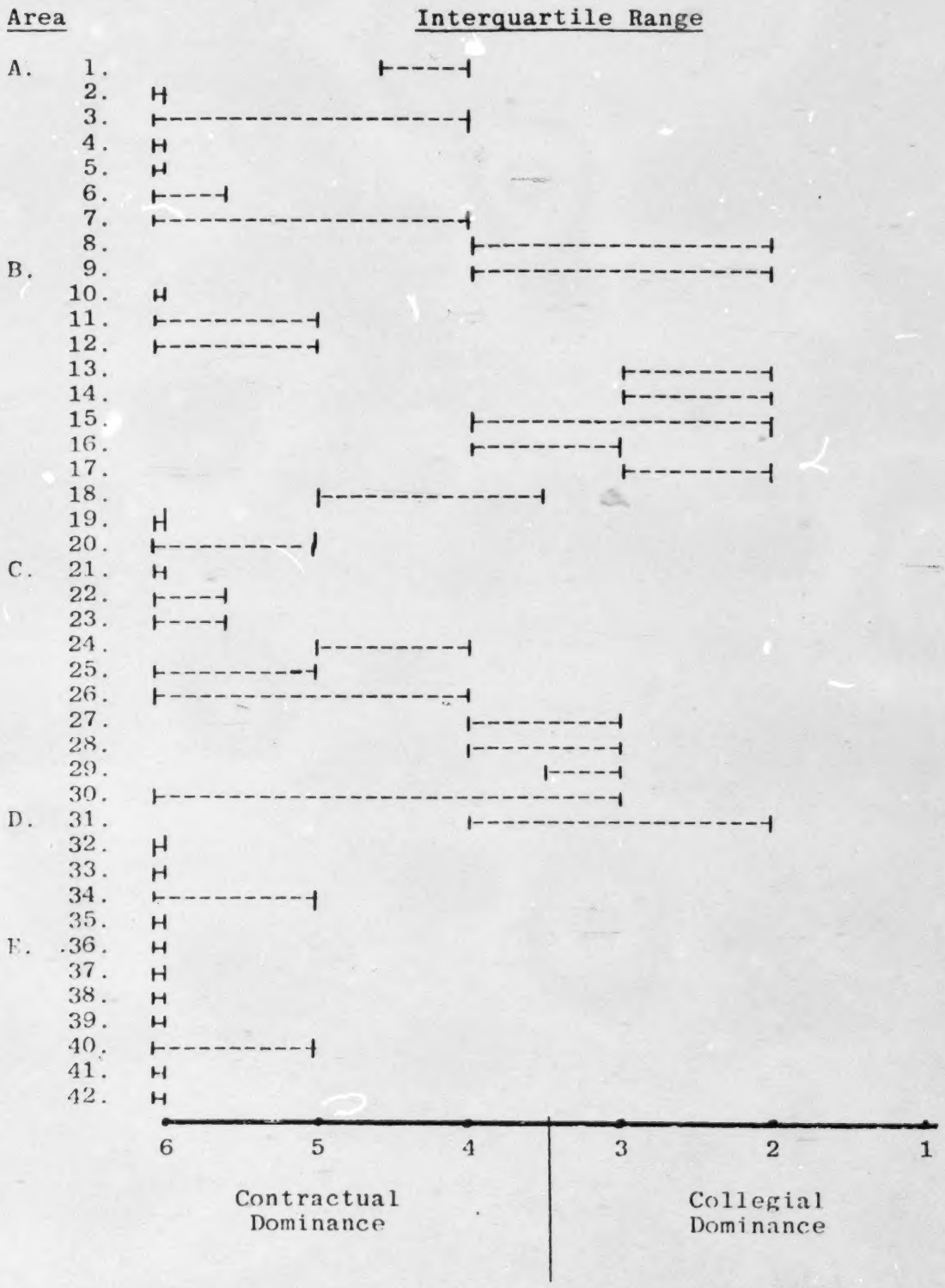

Exhibit 2: The Technical College Consensus

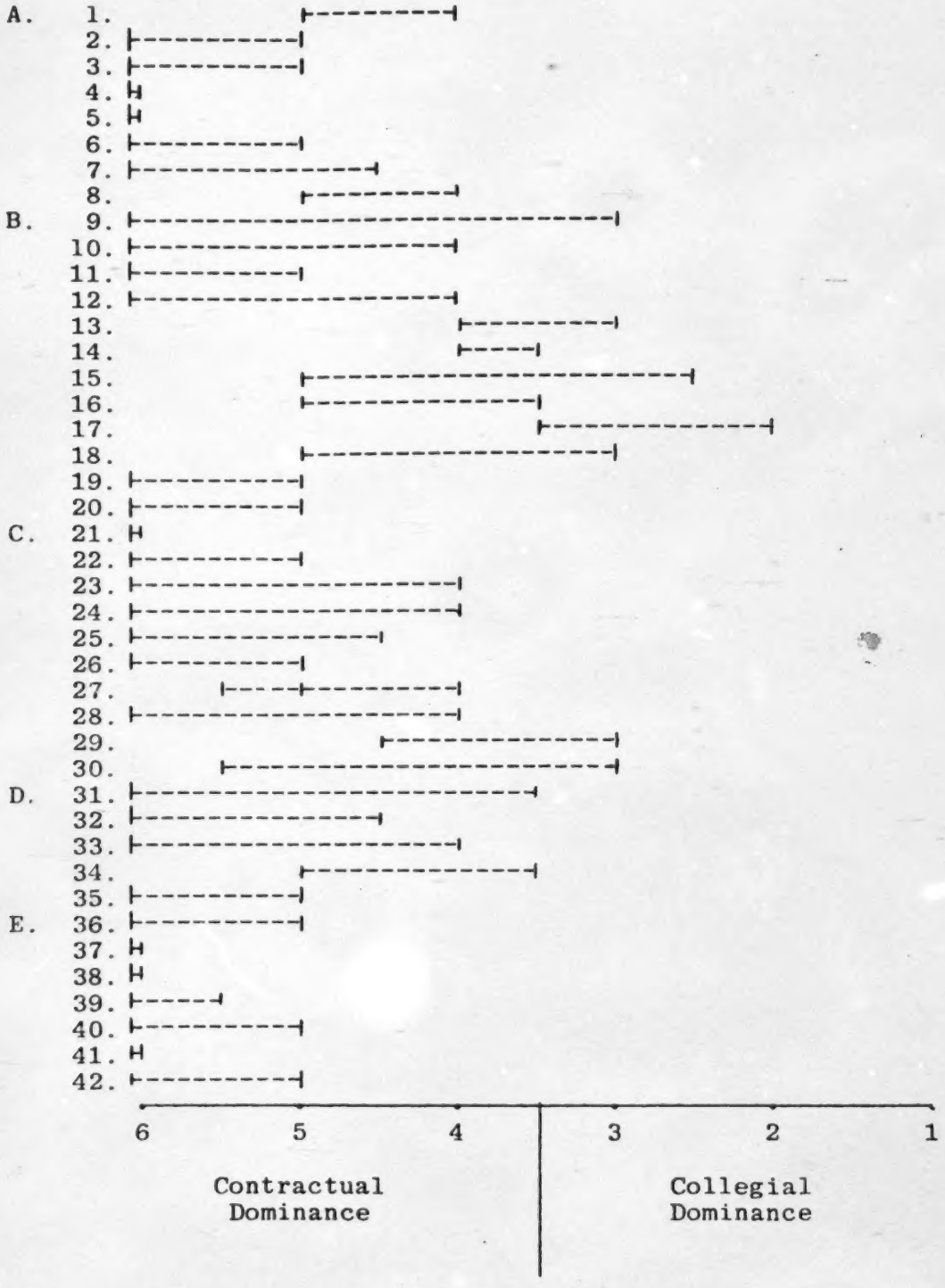

Exhibit 3: The Four-Year College Consensus

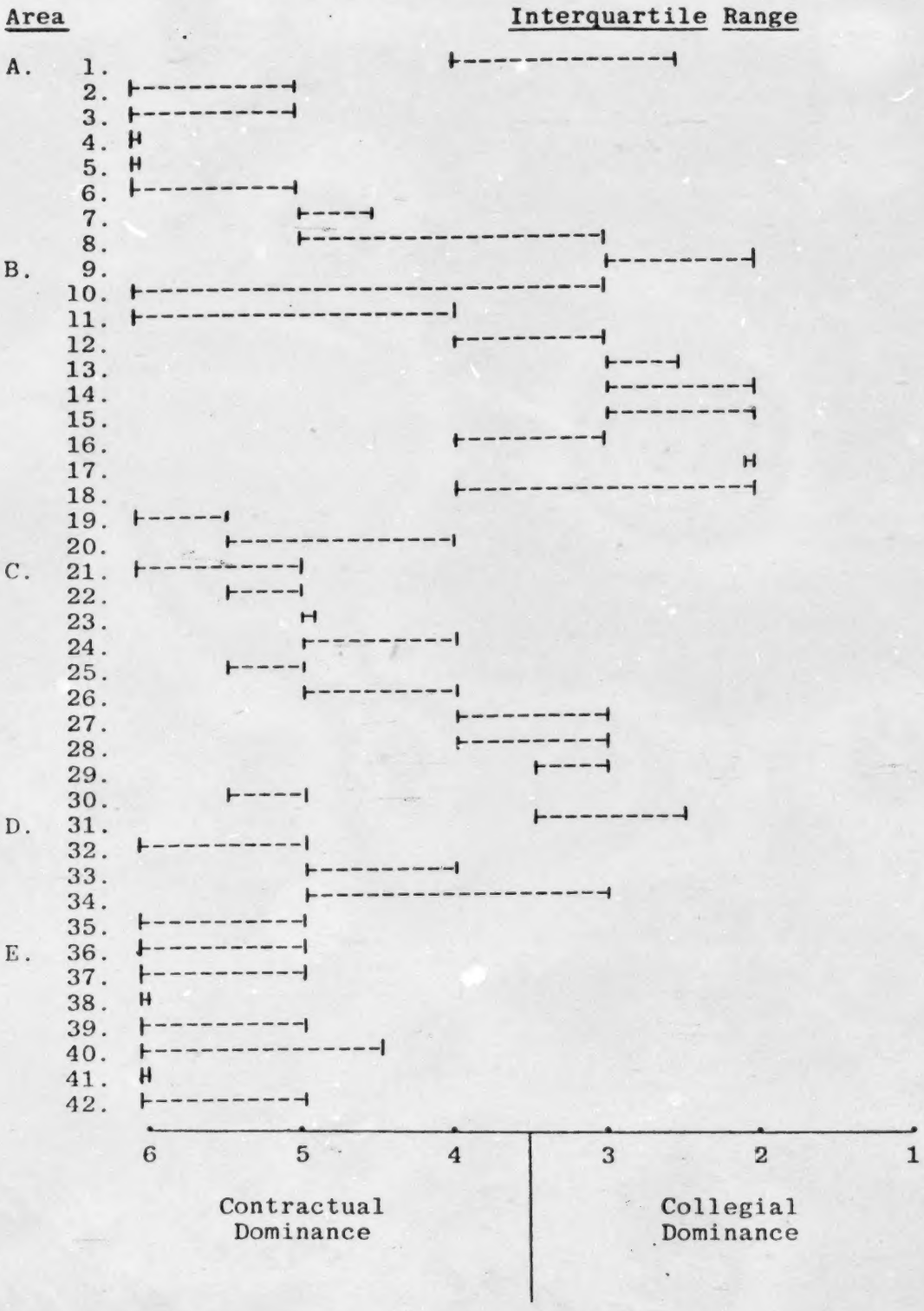

Exhibit 4: The University Consensus